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ABSTRACT

These are the collected appendices to the evaluation reports on Title I non-public school programs conducted in New York in 1979-1980. Materials contained include: (1) teacher and program coordinator interview forms: (2) clinical and guidance survey: (3). classroom observation form: (4) supplements to the teacher questionnaire: (5) reading skills program documents: (6) English as a second language program documents: and (7) clinical and guidance program documents. (APM)

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U. 221602		Office of Educational Evaluation New York City Public Schools 110 Livingston Street Brooklyn, New York 11201
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## FINAL EVALUATION REPORT

### ESEA TITLE I

Project Identification Numbers: 5001-64-01622

5001-64-01623

5001-64-01624

5001-64-01625

5001-64-01626

ESEA TITLE I

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Lawrence F. Larkin

NONPUBLIC SCHOOL PROGRAMS

Asst. Director:

Margaret O. Weiss

APPENDICES

1979-1980

Prepared By The

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#### TEACHER INTERVIEW

1. How many years have you e	ver taught?	201	<b>:</b> -
or representative time to the component property of the component prop	11-15 16-20		
2. How many years have you t	aught in the Title I Non-Po	ublic School Program?	$\mathbf{e}^{(t)} = \theta$
1. What education degrees an	d credits do you hold?	•	
•	ata cradita MA/S		
Company of the Compan	- American religions	`	
4. What professional develop	ment activities have you pa	articipated in during t	he past
3 years?	•	•	•
College credits	Self initiated . 0	ther (specify)	•
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	ach at each site where you	work, and how many par	ents have
' you met?			
Name of Sites	# Puplls "	# Parents Met	, •
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·		•	
6. Describe the criteria of	selection for the children	who are in your class(	es)?
	UNAIDED	AIDED .	
	AWARENES	S AWARENESS C	COMMENTS
			V.
a. Low achievers in Read		<u> </u>	
<ul> <li>b. Low achievers in Math</li> <li>c. Severely disabled rea</li> </ul>		<del></del>	<del></del>
d. Limited English speak	i i	<del></del>	
the contract charten specific	<u>,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,</u>		
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<del></del>	•		t
	ssion what percentage of ti	me do you spend on the	following
activities?	·	, , , , , , , , , , , , , , , , , , , ,	
(READ ALL ACTIVITIES FIR	ST, THEN ASK TEACHER TO GIV	E PERCENTAGES).	
*	ion to whole group		· .
<del></del>	ion to individual pupils, i	ncluding monitoring of	pupils work
<del></del>	al and informal)	, <u>'</u>	
Other (discipli	ne, housekeeping, etc.)	i i i i i i i i i i i i i i i i i i i	
100%		•••	



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NPS Program asse	ssment		•	
Other standardi	zed instruments			
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A non-standardi	Zad instrument"			
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Informal teache	er assessment*	<i>)</i>		
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3.		rall, how effective do yExtremely effective	ou feel t	the Clinic.	al and Guida	nce services h	ave been?
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dther (faplatu)	÷.
2). Who intrinted the contacts?	
fille i fegener neggtar classroom fegener	· Haranca
բուրլլո	
22. How have parents been toyofved to your classroom?	
MATON ATON	
UNATED CENTARY CONTRACTOR OF C	ENIZ
a. Visit to observe	
b. lytoring v	The second secon
1ndividual conferences to	to the second se
discuss their child's	
urguress	
The second secon	
21. Speaking of pupil progress, what are the majors concerns of the parents to	) whom
you have spoken?	•
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	ń
24. Are any of the parents involved in home activities with their children that related to your classroom teaching? Explain?	it are
	ĵ

What general recommendations do you have for the improvement of services to children served by the Title I MPS program?

Staff dependents

Parar professional services and the services of the services o

Mupil selections

found in attent with the regular player conteachers.

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Develo	oment of language concepts			<u> </u>
	ment of language concepts			
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analys			·	·—————————————————————————————————————
Foster	accurate total comprehension	<u>a</u> .	`	
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Think relate	about your job description and to teaching your pupils?	i teli me what are	your ducies	and accivicies ,
, , , , ,	) ·	Unaide	ed Aided	1
		Awarer		ess Comments
' a)	Selecting, screening and grou	uping of		
	pupils employing standardize measures of diagnosis and ac	d instrument	·	
b)	Diagnosing and prescribing to the needs of the pupils.	o meet the		
c)	Preparing and planning of lo instructional program to meet needs and overcome weaknesse	the pupils'		
, q)	Conducting the day-to-day in program.	structional —		<u> </u>
e)	Evaluating the strengths and of the program as evidenced achievement.	weaknesses in pupil —		
f)	Conferring with parents and teachers on the status of pa and for an interchange of su follow-up reinforcement acti	rticipants ggested		
g)	Conferring with Title I staf status of participants and f of suggested follow-up activ	or exchange		
<b>"h)</b>	Referring participants for C Guidance services and Readin Center.	linical g Skills —	. : <u></u>	
1)	Training students for tutor- program, and training parent parent-tutorial program			Vig. 2
j)	Planning and guiding the par in conducting the activities ing classroom.	aprofessional in the read-	· · · · · · · · · · · · · · · · · · ·	
k)	Participating in on-the-job sessions and group training	training		

		our classroom(	s) appropria	te for the	e pupils		
re the material of the control of th	is you have in a				•		•
•	No			14.1			•
	_ ""	•	٦			,•	•
f no. why?	• •						
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Thinking shout	the manner in w	hich you teach	, are the ma	iterials 1	n your		
classroom(s) h	elpful to you?	• .			3	,	
	No	•	,		•		7 .
If no, why?		And the second	, P				4
II IIU, MIJ.	G ·	<b>₹</b> ₹	* .			- 1	-
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•	•	· . '				3	
Who selected	these materials	for your use?					
	these materials	for your use?	UNA IDED AWARENESS	AIDED Awareness	COMMENTS		
NPS Central s	staff	for your use?	UNA IDED AWARENESS	AIDED AWARENESS	COMMENTS		
	staff	for your use?	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS		·
NPS Central s	staff	for your use?	UNA IDED AWARENESS	AIDED AWARENESS	COMMENTS		
NPS Central s	staff	for your use?	UNA IDED AWARENESS	AIDED AWARENESS	COMMENTS		· · · · · · · · · · · · · · · · · · ·
NPS Central s	staff	for your use?	UNA IDED AWARENESS	AIDED AWARENESS	COMMENTS		·
NPS Central s	staff		AWARENESS	AWARENESS	COMMENTS		
NPS Central s	staff		AWARENESS /	AWARENESS  ncipal?			
NPS Central s	staff		the NPS Prin	ncipal?			
NPS Central s	staff		AWARENESS /	ncipal?			
NPS Central s Title I teach	staff ner nf support do you	u receive from	the NPS Prin	ncipal?			
NPS Central s Title I teach	staff ner  of support do you to School Proce	u receive from	the NPS Prin	ncipal?			
NPS Central s Title I teach What kinds of the contraction to the contr	staff ner  of support do you  to School Proce coordination wit	u receive from dures h regular	the NPS Prin	ncipal?			
NPS Central s Title I teach What kinds of the courages of the classroom to	staff ner  of support do you  to School Proce coordination wit	u receive from	the NPS Prin	ncipal?			
NPS Central s Title I teach  What kinds of the courages of the classroom to the courage service of the classroom to the courage service of the courage service of the courage service of the classroom to the courage service of the	to School Proce	u receive from dures h regular	the NPS Prin	ncipal? AIDED AWARENES			
NPS Central s Title I teach  What kinds of the contraction of the cont	to School Proce	u receive from dures h regular	the NPS Prin	ncipal? AIDED AWARENES			

8.	What is your	preference for a	a weekly tim	ne schedule fo	or teaching w	rtingi	
			•		•		
9.	What activiti	ies have you used	d in connect	ion with teac	ching writing	skills?	
. •		•		-	•	3	
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				Aliend more a	c a diagnost	ic technique(s)	· j
	a. Wh	ich activity(s) determine writi	nave you ut ing skill(s)	needs?	s a diagnose	ic ccciaitquet.52	. (
	•			•			<u>.</u> 4.
	į.	•	,	,			*
	b. If	yes, have you	been able to	detect any	overall growt	th in writing	
				TES NO			r
1	Sentense ser	150			·	<u> </u>	
$\frac{1}{2}$ .		express oneself	effectively			<u> </u>	
<u></u>		vrite in longer					
				<u> </u>			
				<u> </u>	<u> </u>		
		ů .		<u> </u>	<del>-</del>	<del></del>	<del></del> '.
••	likah nundi	and program reco	rds da vau	keep?			
10.	what pupit	and program reco				•	
	•		•			•	
*				UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS	
<u></u>	all monding	tests administe	red	;			,
a <u>.</u> L	Samples of I	pupil's writing	activities				
b <u>.</u>	(pre- and po						
, c.		ent referrals	·. ·	. ———			. (
d.		assignments give	en				3
е.		sed in assignmer			(		
f.		with parents				·	
g.		with classroon t	teachers "			<u> </u>	
h.	Conference	with guidance co	ounselors	,	·		
1.		profiles with ma					
_	checks.	<u> </u>	<u> </u>	·		<u> </u>	
j.	Assessment	checklist of on	g <b>oin</b> g	· _ <del></del>			
	writing nee	d <b>s</b>				·	
k.	Attendance	records				<del> </del>	
						•	
	3	•		1			•
				•			v

11.	For what	purposes	do you	consult	wi th	the	`regular	classroom	teacher?	

a.	Motivate interest of pupils	UNAIDED ÁWARENESS	AIDED AWARENESS	COMMENTS
b	Assess pupil needs & weaknessess .		<del> </del>	
	Coordinate scheduling	<u></u>	` <del></del>	<del></del>
				***
		1		
	<del></del>		` <u> </u>	<u> </u>
		*		<u> </u>
	<del></del>		<del>-, ,</del>	
		<del></del> -		

12. What support services have you received from the NPS Central Staff?

:		UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS			<u></u>
a.	Training/orientation	-	i	· · · · · ·		<u>`</u>	<u>-</u> -
b.	Resources materials		<del></del>	·			
c.	Ideas for new approaches	<del>` · · · · · · · · · · · · · · · · · · ·</del>	_ <del></del> ·				<del>,     </del>
d.	Aid in selection/screening of pupils		<del></del>		. 1		<del></del>
e.	Demon. admin./scoring of tests			` ———			_
f.	Demon. test interpretation	. ———.			<del></del>		
g.	Aid in pupil diagnosis		<u>·</u>		<del></del>		<del></del>
h.	Aid in development pupil prescrip-	·					<u></u>
	tions		·				—
<u>i</u>	Aid in development of instructional				4, 1		
	methodologies			1			<del>-</del>
j.	Selection of materials	<u> </u>		· <del></del>	<del></del>		
k.	Development of parent involvement	<del></del>		·			
	activities		<u>, ,</u>				
1.	Supervisory visits		. ———		ñ,		
			<del></del>				_
			· · · · · ·				



# READING SKILLS CENTER

	UNAIDED AWARENESS	A I DED AWARENESS	COMMENTS	<b>1</b> .	
Diagnostic- Prescriptive, Reading			-		
Diagnostic - Prescriptive Writing	<u> </u>		- 1	<del>~ ,}</del>	_
Work attack skills	<del></del> ,	<del></del>	- · · · ·	* A \	
Decoding	, <u> </u>		-		<del></del> ,
Word Power		·		<del>`</del>	ر ب
Comprehension				- J ·	
Work - study skills			<i>i</i>	·	<del>.</del>
Sentence Structure	<u> </u>	·	·	<del>,</del>	
Paragraph Structure			· · ·	·	<del></del> -
1				-	
	/ <u></u> `			<del></del>	<u>.``</u>
	- 53		<u> </u>	<u> </u>	
				`	
. What support services have you receive	d from Centra	1 NPS Staff?	, · · · · · · · · · · · · · · · · · · ·		
	UNAIDED	AIDED	11		
	AWARENESS	AWARENESS	COMMENTS		
Training/Orientation	* <u> </u>				
Assist, in pupil selection			, <u>k</u>	· .	
Assist, in testing/diagnosis	. —			·	_
- Variance Mathods	-18		X		
	/				·,,
Keadar ce 14 de: 11 de	<u></u> \	,			-
Follow-up Conference Notes			· . <del></del>		
. Teacher Evaluation of Suggested	1	<del></del>			<del>.</del>
Techniques	<del></del>				-
. Supervisory visits .	<del></del>	3			
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. Generally, what are your duties and ac	tivities rela	ated to teach	hing?		
	1				
	)	~	_		
	UNAIDED	AIDED	COMMENT		
	AWARENESS	AWARENESS	COMPLETE	2	
Select pupils		<del></del>	. ,——	<del>``</del>	_
Admin test			<del></del>		
. Define short/long range objectives	· · · · · · · · · · · · · · · · · · ·			· ·	
. Individualize lesson plans			. 7		
. Evaluate pupil progress.	<u> </u>	· ·			
Schedule pupils for instruction				<del></del>	
. Meet with parents					
. Make Clincial & Guidance Referrals	<del></del>			<u> </u>	
i. Discuss pupil status with other				6	
Title I NPS staff  j. Directing activities of Paras.					_
j. Directing activities of Paras.				-	

	Yes	No 😘 🎍			<i>'</i> .		
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	F. C.				1		•
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		<b>*</b> *	•		· \	•	٠
	Thinking about	the manner in	which you	teach, are th	e materials	in your	•
	classroom(s) he	lpful to you?	<b>?</b> 1 .	ج .	. 6	•	
	Yes	_ No	<b>#</b> . "			• ,	
	If no, why?						
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		Tebroson	e san' vaur	·. · · · · · · · · · · · · · · · · · ·			
	Who selected th	ese materia:	S tor your	n261	¥		/
							ų.
				UNAIDED	AIDED	COMMENTS	
			4	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS.	
,	NPS Central sta	ıff			AIDED AWARENESS	COMMENTS.	
•	NPS Central sta		1.		AIDED AWARENESS	COMMENTS	,
•					AIDED AWARENESS	COMMENTS	
•					AIDED AWARENESS	COMMENTS.	
•					AIDED AWARENESS	COMMENTS.	
•				AWARENESS	AIDED AWARENESS	COMMENTS	
•				AWARENESS	AIDED AWARENESS	COMMENTS.	
<u> </u>	Title I Teacher		ou receive f	AWARENESS	AWARENESS	COMMENTS	
			ou receive f	AWARENESS  rom the NPS F	AWARENESS	COMMENTS	
<u>•</u>	Title I Teacher		ou receive f	rom the NPS F	AWARENESS  Principal?	•	
	Title I Teacher	support do yo		AWARENESS  rom the NPS F	AWARENESS  Principal?	•	
7.	What kinds of the Orientation to	support do yo	edures	rom the NPS F	AWARENESS  Principal?	•	
7.	Title I Teacher	support do yo	edures	rom the NPS F	AWARENESS  Principal?	•	
7.	What kinds of the Orientation to	support do you	edures	rom the NPS F UNAIDED AWARENESS	AWARENESS  Principal?	•	
7.	What kinds of  Orientation to Encourages coo	support do you	edures	rom the NPS F	AWARENESS  Principal?	•	
7.	What kinds of  Orientation to  Encourages coo classroom teac Scheduling	support do your school Procest refination with hers	edures	rom the NPS F UNAIDED AWARENESS	AWARENESS  Principal?	•	
7.	What kinds of  Orientation to Encourages coo classroom teac Scheduling	support do your school Procest refination with hers	edures	rom the NPS F UNAIDED AWARENESS	AWARENESS  Principal?	•	
7.	What kinds of  Orientation to  Encourages coo classroom teac Scheduling	support do your school Procest refination with hers	edures	rom the NPS F UNAIDED AWARENESS	AWARENESS  Principal?	•	
7.	What kinds of  Orientation to Encourages coo classroom teac Scheduling Monthly Confer	School Procerdination withers	edures th regular	rom the NPS F UNAIDED AWARENESS	Principal?  AIDED AWARENESS	COMMENTS	
7.	What kinds of  Orientation to  Encourages coo classroom teac Scheduling	School Procerdination withers	edures th regular	rom the NPS F UNAIDED AWARENESS	Principal?  AIDED AWARENESS	COMMENTS	the



## READING SKILLS CENTER

9.	What i	s your	preference	for	a	weekly	time	schedule	for	teaching	writing?
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	Yes	No		•	No. of the last of						1			
	^a.	If yes, h	ow effection skills	tive ha	s the v	riting	jou nga (	rnal be diagnos	en fo	r the est?"	diagn	os is		
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		•						4.	,	`.		•		
	<b>b.</b>	If yes, h	nave you	been at	le to	le tect	any	overal'	l grow	th in	Writi	ng in	ruen :	ADE
	1.0	rrom revi	iewing u	ie bubil				COMMEN		16031	(100	)E: UI	HER	UVE
a.	Sentence	sense				- <u>1E3</u>	110	COMMEN	13	-	-	_		
).	Ability to		oneself	22 To 12	<del></del> :)									
c.	Ability to				•					1				
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*	<u>, , , , , , , , , , , , , , , , , , , </u>	<u> </u>			<u> </u>					•	*	,		
	What pup	il and pr	ogram re	cords d	you k	eep?				•	<u> </u>			
_ <del>`</del>		il and pr	ogram re	cords d	you k	eep?	DED				, ,			
		il and pr	ogram re	cords d	you k	UNAI	DED ENESS	AWARI	ENESS	COMME	, ,		4	
11.	What pup				•	UNAI		AWARI	ENESS	COMME	, ,		3 1	
11.	What pup	c assessm			•	UNAI		AWARI	ENESS	COMME	, ,	•	9 70	
11. a.	What pup Diagnosti writing n	c assessm	ent of r	eading a	and	UNAI		AWARI	ENESS	СОММЕ	, ,			
11. a.	What pup Diagnosti writing n Specific	c assessm eeds instructio	ent of r	eading a	ind in	UNAI		AWARI	ENESS	COMME	, ,	•		
	What pup Diagnosti writing n Specific word stud	c assessm eeds instruction	ent of r	eading a	ind in	UNAI		AWAR	ENESS	COMME	, ,			
11.	Diagnosti writing n Specific word stud and study	c assessmeeds instruction y, vocabu	ent of r	eading a	ind in ion	UNAI		AWARI	ENESS	COMME	, ,	· · · · · · · · · · · · · · · · · · ·		
11. a.	Diagnosti writing n Specific word stud and study Prescribe	c assessmeeds instruction y, vocabu	ent of r	eading a	ind in ion	UNAI		AWARI	ENESS	COMME	, ,			
11. b.	Diagnosti writing n Specific word study Prescribe jectives	c assessmeeds instruction y, vocabu skills d reading	onal obj	eading a ectives mprehens	ind in ion	UNAI		AWARI	ENESS	COMME	, ,			
11. b.	Diagnosti writing n Specific word stud and study Prescribe jectives Student m	c assessmeeds instruction y, vocabutes skills d reading astery of	onal obj	eading a ectives mprehens	ind in ion	UNAI		AWAR	ENESS	COMME	, ,			
11. b.	Diagnosti writing n Specific word study Arescribe jectives Student m Daily att	c assessmeeds instruction y, vocabutes skills d reading astery of endance	ent of roomal objicary, contains write objecti	eading a ectives mprenens ting ob-	in sion	UNAI		AWARI		COMME	, ,			
11. b. c.	Diagnosti writing n Specific word stud and study Prescribe jectives Student m	c assessmeeds instruction y, vocabutes skills d reading astery of endance	ent of roomal objicary, contains write objecti	eading a ectives mprenens ting ob-	in sion	UNAI		AWARI	ENESS	COMME	NTS		<b>D</b>	

CORRECTIVE MATH
What are the major areas of focus for your instruction?

	UNAI DED	AIDED	COMMENTS
	AWARENESS	AWARENESS /	COMMENTS
a <u>learning of basic arithmatic facts</u>		<del></del>	
b. Acquistion of computational skills	- W	<del></del> ,	
c. Increase problem solving ability			
d. Discover number relationships		* **	
e. Form generalizations,		. ———	<u> </u>
f. Fix learnings		-	
8. 1	<del></del>	<u> </u>	
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La company of the same of the	•		
	3 , ,	•	
2. What support services have you	received from	the NPS Cent	ral Staff?
2.	(	. *	
			N 4
	UNAIDED	AIDED -	
	AWARENESS	<u>AWARENESS</u>	COMMENTS
a. Instructional supplies	·	. <del></del> .	
b. A.V. equipment and supplies	. <u> </u>		
c. Reference materials (resources)			
			<u> </u>
		· ·	
-,	ブビ	·	<u> </u>
	· <del></del>		
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		<i>a</i> 1	
•	<b>⊕</b> ,		
* * *	. 05		4
Generally, what are your duties r	elated to tea	china?	
Generally, what are your duties i	C144C4 40 2		
<b>₽</b> . •	UNAIDED	AIDED	
	AWARENESS	AWARENESS -	COMMENTS
a. Administer standardized tests			<u> </u>
b. piagnose needs			
1 1 1 1 mana			
	. •		
\$ a land to the second to the	<i>.</i>	•	
		`	
	•		
g. prepare and maintain lesson plans	• ,		
h. Maintain pupil records	· <del></del>		
i. Conference with parents	· · ·	· <del></del>	
· · · · · · · · · · · · · · · · · · ·			



Yes NO		. *	
If no, why?	•		•
	· . •		•
	-	100	
	_		
		-	
5. Thinking about the manner in which you to	each are the	materials	in your classroom(s)
<ol><li>Thinking about the manner in which you u helpful to you?</li></ol>			
If no, why?	•		
a			,
		•	•
			*
	•	¥.	
6. Who selected these materials for your us	e?	: •	
6. Who selected these materials for your as			
	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
	MMARENESS	AMARCHESS .	CONTICHTO
a. NPS Central staff			
b. NPS Title I teacher			
		· · · ·	
		<u> </u>	
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7. What kinds of support do you receive from	n the NPS Pr	incipal?	
	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
	AWARENESS	MARCHESS	COTHICKTO
a. Orientation to school Procedures			<del></del>
b. Encourages coordination with regular			
classroom teachers	,	<u> </u>	<u> </u>
c. Scheduling		<u> </u>	
d. Monthly conferences			
8. What pupil and program records do you k	eep?		
o. Hild paper and programme programme	UNAIDED	AIDED	
and the second of the second o	AWARENESS	AWARENESS	COMMENTS
		:	·
a. Attendance		6).4	· 100
b: Test scores	·	w.	
c. Pupil progress		4773	
d. Parent conference		-	· <del></del>
e. Classroom teacher conferences			
<ol> <li>Non-public school principal conferences</li> </ol>	·		
g. Children's work	<del> </del>		-
h. Check list of skills worked on	· —— <del>·</del>		- <del></del>

Are the materials you have in your classroom(s) appropriate for the pupils you teach?

• 6		•		
		UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
Develop listening skills	•			
pevelop speaking skills				· .
pevelop reading skills			. <u> </u>	<u> </u>
Develop writing skills				:
beverap tems		<del></del>	•	
	•.			
· · · · · · · · · · · · · · · · · · ·				
			<del></del>	
	•			
What support services have you receiv	ed	from the Ti	tle I NPS Ce	ntrai .
Staff?				\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
		UNAIDED	AIDED	
		AWARENESS	AWARENESS	COMMENTS
Administrative visits			·	
	•			17
supervisory quidance	•	•		
staff training meetings	-		.,	
Instructional materials	-	,		
	-			
	-		<del></del>	
	<b>-</b>			
	-	<del>-'</del>	•	
	-			
•				
		, 4 -		
Generally, what are your duties rela	át	d to teachin	α?	ı
Generally, what are your duties rela	•			
		UNATRER	AIDED	
		UNAIDED AWARENESS		COMMENTS
. Administer standardized tests		<del></del>		
a la la concernente	_	· ·		- · · · · · · · · · · · · · · · · · · ·
Organize instructional groups	_			
. Write lesson plans		· · · · · · · · · · · · · · · · · · ·		
. Adapt or create materials		<del></del>		
	_			
. I mplement instruction			<del></del>	
• Maintain pupil records	_	. <del></del>		
		the second secon		
. Communicate with parents . Confer with classroom teachers				

			•	•	Daga	2
. Are the materia	ls you have in	your classroo	m(s) appropr	iate for th	_	_2
you teach?			,		•	•
	No ,		•			4
If no, why?		.1	A. Comment		<i>.</i>	r .
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	•	,			•	
/			ab ama tha m	atorials in	vour classi	mom(s)
5. Thinking about helpful to you?	the manner \in	which you tea	cn, are the m	, incliera	Jour C10331	0000(0)
Yes				1		•
If no, why?	_ '	•	•	•	•	
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$\ddot{i}$	je je			· · · · · · · · · · · · · · · · · · ·		•
6. Who selected ti	hese materials	for your use?		•		
. Will selected a	icac ma oci i a i o	, , , , , , , , , , , , , , , , , , ,	UNA IDED .	AIDED		
			<u>AWARENESS</u>	AWARENESS	COMMENTS	•
a. NPS Central st	aff			·		<i>t</i>
b. NPS Title I te					1	
<u> </u>					<u> </u>	
	•		·		<i></i>	<u> </u>
			·			<u> </u>
		• • •			,	
7. What kinds of	support do you	receive from	the NPS Prin	1C1 pair	•	. · .
~ azz			UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS	•
<b>c</b>		<i>‡</i>		,	•	ŧ
a. Orientation to						
b. Encourages coo		regular		<del></del>		
classroom teac	chers					
c. Scheduling					•	
d. Monthly Confer	<u>rençes</u>	<del></del>		<del></del>		
				. —		
<u> </u>			<del></del>	•	19	
8. What pupil and	d program reco	rds do you kee	p?	i.		
Of Milds paper and			UNAIDED	AIDED	1/2014151170	7 .
<b>.</b>			AWARENESS	<u>AWARENESS</u>	COMMENTS	
a. Attendance	<u> </u>			. <u></u>	·	
b. Pre-and post	test standardi	zed test .				<u> </u>
scores	<del></del>	<del></del>	·		· . <del></del>	<del></del>
c. Individual pr			· · · ·	·	<u>'</u>	
d. Pupils' work		<del></del>			<del>-</del> <del></del>	χ.
e. Parent confer			· · <u>- · · · · · · · · · · · · · · · · ·</u>		· <del></del>	1
f. Conferences w	ith non-public	school staff	<del></del>		<del></del>	

Referrals to supportive service

# TITLE I NON-PUBLIC SCHOOLS INTERVIEW PROGRAM COORDINATORS

DATE: LENGTH OF INTERVIEW:	CORRECTIVE READING:
INTERVIEWER:	READING SKILLS:
	ENGLISH AS SECOND LANGUAGE:
INTRODUCTORY STATEMENT	
Before you begin the inquiry, discuss of	each of the following topics with the interviewer.
A. The Interviewer:	3
· · · · · · · · · · · · · · · · · · ·	the Office of Educational Evaluation  for this assignments by OEE Staff and Title I el.
8. The Purpose of the Interview:	, <b>,</b> , , , , , , , , , , , , , , , , ,
1. To feed information back	to the program coordinators, and OEE.
•	
TATERNATUES COMMENTS	



What are the educational goals and philosophy of this program?

 $\Omega$ .

A. How were they developed? (Who was involved?)

B. If the goals have changed since the beginning of the program, how have they changed?

2. What new ideas, approaches, topics for instruction were introduced in the last three years?

A. How were these ideas/approaches/topics introduced?

3. How great is the overlap between what is to be taught and what is tested?

A. How do you know?



4. For what purposes are the program assessments used?

- 5. What approaches to instruction are utilized?
  - A. What structure or sequence is the daily lesson supposed to follow?
- 6. What method techniques are teachers expected to use in motiviating and instruction and instruction.

7. What procedures have been developed for reporting progress to:

Students:

Frequency?

Parents:

Frequency:

School principal:

Frequency:

21

8. Describe the criteria used for the retention of students.

A. How many years can a student remain in the program.\_\_\_\_\_\_\_
Why?\_\_\_\_\_

9. What are considered to be the greatest strengths of the instructional program?
Why?

10. What parts of the instructional program are in need of strengthening?

A. What improvements do you recommend, if any?

B. What changes, if any, are anticipated or being planned?

11. Describe how the supervisory staff fulfills its responsibilities	11.	Describe how the	supervisory	staff fulfil	ls its	responsibilities	for:
--	-----	------------------	-------------	--------------	--------	------------------	------

A. Teacher Supervision and evaluation:

	·*
*	
cher performanc	e dealt
	cher performance

B. Relating to other Title I NPS Coordinators:

C. Program change and development:

12. What are the instructional staff's greatest strengths?

A. What areas are in need of strengthening?

13. How many years have you been involved with this Title I program? In what capacities? (Specify number of years at each position, if more than one)



14. What general recommendations do you have for the improvement of services to children served by the Title I NPS program?

15.

Do you have any specific recomme	endations rela	ated to:			
	•		L		
Staff development:	· · · · · · · · · · · · · · · · · · ·	· ·			
	<del></del>		·	<u> </u>	
	<u> </u>	<u>. · </u>	<u>-</u>		<del></del>
	<u></u>				
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Materials: <u> </u>	Y. A.	<del></del>		<del></del>	
		<u> </u>			
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					<u></u>
•- <b>8</b>					.*
Para-professional services:			<del></del>		
<del></del>		<del> </del>			-
	<del></del>				
<del></del>	<del></del>			<del></del>	
	•				
Pupil selection:	<del></del>		_	<u> </u>	
	<del></del>				
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•					•
Coordination with the regular cl	lassroom teac	hers: <u>'</u>		<del></del>	
		+			
<i></i>			<del>\</del>	<del>- , -</del>	
			<del>'</del>	,	<u> </u>
Coordination with other NPS Titl	le I Program	Staff:	<u>li</u>		
			1	r	
		<b>`</b>	ä.		



		NAIDED WARENESS	AIDED AWARENESS	COMMENTS
Individual Counseling			(UIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII	
group counseling				
plagnosis of learning difficultie	1			
Suggest alternative teaching 3			<u>, , , , , , , , , , , , , , , , , , , </u>	· · · · · · · · · · · · · · · · · · ·
approaches				
Consultation with Title I NPS sta	ur .		\ <u></u>	
Serve as a resource person				
Enlist parental aid		•	<u></u>	
•				
	<u> </u>	<del></del>	<del></del>	
		<del></del>	<del></del>	<i></i>
	<u></u> -	<del></del> '	· <del>-4</del>	· · · · · · · · · · · · · · · · · · ·
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				· · · · · · · · · · · · · · · · · · ·
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	<del></del> :			
		<del>`                                      </del>		
When you are working with pur what adults do you involve in	pils to n your t	enchance t reatment p	heir academi lan?	c functioning,
		enchance t reatment p UNAIDED AWARENESS	AIDED	
Title I NPS referring teacher		UNAIDED	AIDED	
Title I NPS referring teacher Other Title I NPS teachers		UNAIDED	AIDED	
Title I NPS referring teacher Other Title I NPS teachers Regular classroom teachers		UNAIDED	AIDED	<u>COMMENTS</u>
Title I NPS referring teacher Other Title I NPS teachers Regular classroom teachers		UNAIDED	AIDED	<u>COMMENTS</u>
Title I NPS referring teacher Other Title I NPS teachers Regular classroom teachers		UNAIDED	AIDED	<u>COMMENTS</u>
Title I NPS referring teacher Other Title I NPS teachers Regular classroom teachers Parent(s)		UNAIDED	AIDED	<u>COMMENTS</u>
Title I NPS referring teacher Other Title I NPS teachers Regular classroom teachers Parent(s)		UNAIDED	AIDED	<u>COMMENTS</u>
Title I NPS referring teacher Other Title I NPS teachers Regular classroom teachers Parent(s)		UNAIDED	AIDED	<u>COMMENTS</u>
Title I NPS referring teacher Other Title I NPS teachers Regular classroom teachers Parent(s)		UNAIDED	AIDED	<u>COMMENTS</u>
Title I NPS referring teacher Other Title I NPS teachers Regular classroom teachers Parent(s)		UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
Title I NPS referring teacher Other Title I NPS teachers Regular classroom teachers Parent(s)		UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
Title I NPS referring teacher Other Title I NPS teachers Regular classroom teachers Parent(s)	u receiv	UNAIDED AWARENESS	AIDED AWARENESS  The I NPS centain AIDED	COMMENTS
Title I NPS referring teacher Other Title I NPS teachers Regular classroom teachers Parent(s)  3. What supportive services do you	u receiv	unaided AWARENESS	AIDED AWARENESS	COMMENTS
Title I NPS referring teacher Other Title I NPS teachers Regular classroom teachers Parent(s)  3. What supportive services do you	u receiv	unaided AWARENESS	AIDED AWARENESS  The I NPS centain AIDED	COMMENTS
Title I NPS referring teacher Other Title I NPS teachers Regular classroom teachers Parent(s)  3. What supportive services do you	u receiv	unaided AWARENESS	AIDED AWARENESS  The I NPS centain AIDED	COMMENTS
Title I NPS referring teacher Other Title I NPS teachers Regular classroom teachers Parent(s)  3. What supportive services do you a. Inservice training (bi-monthly meetings)	u receiv	unaided AWARENESS	AIDED AWARENESS  The I NPS centain AIDED	COMMENTS
Title I NPS referring teacher Other Title I NPS teachers Regular classroom teachers Parent(s)  3. What supportive services do you a. Inservice training (bi-monthly meetings)	u receiv	unaided awareness e from Tit unaided awareness	AIDED AWARENESS  The I NPS centain AIDED	COMMENTS
Title I NPS referring teacher Other Title I NPS teachers Regular classroom teachers Parent(s)  3. What supportive services do you a. Inservice training (bi-monthly meetings) b. Administrative visits	u receiv	unaided AWARENESS	AIDED AWARENESS  The I NPS centain AIDED	COMMENTS

#### CLINICAL AND GUIDANCE

SCHOOL PSYCHOLOGIST: What are your main duties and activities?

•	AWARENESS	a ided Awareness	COMMENTS
a. Evaluate intelligence and achievement		-	
levels			
b. Evaluate learning patterns			
c. Evaluate personality development and			
potentia)			
d. Participate in case conferences			
e. Advise instructional staff on help-			
ful prescriptive approaches		<del></del>	
f. Provide individual and group therapy			
for children and parents			
g. Confer with parents of learning			· · · · · · · · · · · · · · · · · · ·
disabled children			
h. Elicit parental cooperation for			
appropriate placement			
i. Interpret test findings to parents	•	1 1	
j. Interpret test findings to teachers			
•	<u> </u>		· <del></del>
	· <u></u>		
		<u> </u>	
		<u></u>	
	:		R
		•	
5. SCHOOL SOCIAL WORKER: What are yo	ur main duties	and activit	1es?
	UNAIDED	AIDED	COMMENTS
•	AWARENESS	AWARENESS	COMPLETES
a. Study the family and life situations			
of the child to identify problems		`——,	
b. Provide individual and group therapy	<u> </u>		<del></del>
to students			
c. Work with the learning disabled			· -
child and family			
d. Help the staff to respond to the			
child through new prescriptive	<i>-</i>		
approaches			
e. Help the parent to respond to the		· · ·	
child through new prescriptive			- <del> </del>
approaches		· <u>· · · · · · · · · · · · · · · · · · </u>	

#### CLINICAL AND GUIDANCE

6., GUIDANCE COUNSELOR: What are your main duties and activities?

<b>↓</b> <del>€</del> **	AWARENESS	AWARENESS	COMMENTS
a. Examine records observe, consult and			
. Interview to determine pupil needs			
6. Assist pupils in self-evaluation .			
c. Interpret pupil's self-evaluation			
d. Plan interventions			3
e. Provide individual and group counsely			
f. Develop group techniques for provid- ing guidance			
g. Interpret pupil data to staff	-		
h. Plan cooperatively with staff			
1. Interpret pupil data to parents			
1. Plan cooperatively with parents			
k. Work cooperatively with special school			
services on placements			
1. Cooperate with community agencies to		<u> </u>	V V
provide services to referred pupils			
7.			
	<u></u>		
		· 	<u> </u>
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	+31°		
			1
7. What pupil and program records do you	keep?		· · · · · · · · · · · · · · · · · · ·
	*, *		
	UNAIDED SAWARENESS	AIDED AWARENESS	COMMENTS
a. Contact sheet	<u>, 5</u>		
b. Case list	<u>``</u>		
c. Weekly log	· · · · · · · · · · · · · · · · · · ·		<u> </u>
d. Referral sheet			
e. Eligibility list	40		
			* · · · · · · · · · · · · · · · · · · ·
6 2	- A	9,	
¥		9	

8. What general recommendations do you have for the improvement of services to children served by the Title I NPS program?

Do you have any s	7	dations related	toi	•	
Staff Davalopment			•		
				•	1.
	٠.		,		
Materials:		4			
	_			<b>9</b>	
		· .			<u> </u>
				·	
Pupil Selection:					
		· ·		<u> </u>	
			·	<u> </u>	
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Coordination with	the regular cla				
		<u></u>	<u>:</u>		
	•			·	
	.)				
Coordination with	h other NPS Title	I Program Staf	r:	<u> </u>	
				· · ·	
				(	
				,	

28 **)**,

# PROGRAM COORDINATORS OF CLINICAL AND GUIDANCE

IDENTIFYING INFORMATION	
Date:	Interviewee:
O.E.E. Respresentative:  Length of Interview:	Guidance:
INTRODUCTORY STATEMENT	as being small small shall make and bong wind bong wind shall small saud state and shall small shall shall apple addit.
Before you begin the inquiry, discuthe interviewer:  A. /The Interviewer:	ss each of the following topics with
Mark of .	representative of the Office of Educational
2. You wer by OEE	re specially trained for this assignment Staff and Non-Public School personnel.
B. The Purpose of the Intervi	ew:
	l information back to the program co- ors, and OEE.
INTERVIEWER COMMENTS:	

 $I_{\alpha}$ 

29

1. What are the philosophy and goals of this program?

A. How were they developed?

B. How have they changed over time?

Describe the functions performed by: 2. Guidance Counselors: Social Workers:\_\_\_ Psychologists: Psychiatrist: How is work/performance standarized across staff? What new ideas, approaches, service, etc. were introduced in the last three years?

How were they introduced?

4. Describe how students are referred to clinical and guidance services.

How long does it take the guidance/clinical staff to respond to a request for service

- 5. What diagnostic instruments, processes, or procedures are used (by GC, SW, P&P) when students begin and end treatment?
  - A. Beginning procedures:

B. Ending procedures:

C. Why are they used?

D. What are the results used for and how are they recorded?

needs and determine pr	ogress/			\		
•					\	
	r* .		•	•		,
flow is such infor	mation use	d and record	lad?			<u>ب</u>
• • •				ı		<b>1</b>
		•				•
What are the five most being treated?	frequenti	y occurring	problem	is among	the stu	dents
•	•				ı	
•		**				•
•				,	•	
	• •		U	•		<b>u</b>
How are staff ( GC, SW their caseloads be?		oposed to al	locate	cheir tin	ie? Wha	t shou
How are staff ( GC, Sw their caseloads be? Guidance Counse		oposed to al	locate	their tin	ie? Wha	t shou
their caseloads be?		oposed to al	locate	their tim	ie? Wha	t shou
Guidance Counse		oposed to al	locate	cheir tin		t shou
Guidance Counse	or:	oposed to al	locate	cheir tin		t shou
Guidance Counse  Social Worker:  Psychologist:	or:	oposed to al	locate	cheir tin		t shou
Guidance Counse  Social Worker:  Psychologist:	or:	interpretati	on of d	iagnostic		
Guidance Counse  Social Worker:  Psychologist:  Psychiatrist:  What provision is made	or:	interpretati	on of d	iagnostic		
Guidance Counse  Social Worker:  Psychologist:  Psychiatrist:  What provision is made	or:	interpretati	on of d	iagnostic		

10. Describe the criteria used to determine when service to a student should be ended?

How many years can a	student	racalva	treatments	Why?

11.	What kind	g f	emergencles 'accur,	, Ir ai	w/ How	are	they	handled?
-----	-----------	-----	---------------------	---------	--------	-----	------	----------

12. Are staff involved with the little L and the Regular Teacher in the coordination of services? If yes, in what ways?

13. Generally how long does it take outside agencies to respond to requests for services?

14. What are considered to be the greatest strengths of the program? Why? Greatest needs? (Probe why)?

Strengths:

Needs:

C. .

,	iva i	
A		Are any changes anticipated or being planned?
Descri	be'l	how the supervisory staff fulfills it responsibilities for:
A	۱. :	Staff Supervision and Evaluation:
	1	What is the basis for staff evaluation?
• 6		
	i	How often are staff evaluated? (GC, SW, PAP)
	•	
	,	How are observations of unsatisfactory performance dealt with?
	٠.	
		·
. 6	3.	Staff Development (frequency, nature)
6	3.	Staff Development (frequency, nature)

C.	Relating	to	other	Non-Public	School	Component	Coordinators
----	----------	----	-------	------------	--------	-----------	--------------

17. What general recommendations do you have for the improvement of services to children served by the Title I NPS program?

Materials:			
	51		A. Carrier
Pupils referrals:		<u> </u>	en e
•			
<u> </u>	<u> </u>		1 sk
Coordination with the reg	ular classroom teac	hers:	· · · · · · · · · · · · · · · · · · ·
Coordination with the reg	ular classroom teac	hers:	* <u>*</u> * * * * * * * * * * * * * * * * *
Coordination with the reg	ular classroom teac	hers:	£
Coordination with the reg			£ 4



21re:		Time out:	
Component:			
<del></del> -	CLASSROOM CHARACTERISTICS	•	•

#### Lighting

inadequate - difficulty seeing print
adequate - can see print

#### Orderliness (physical)

inadequate - materials out of place, inaccessible
adequate - everyone can work and move as necessary

#### Space

inadequate - crowded, interferes with work and movement adequate - everyone can work and move as necessary

#### **Ventilation**

inadequate - stuffy, induces lethargy
adequate - enough air to maintain alertness

#### External noise

inadequate - prolonged, distracting noise adequate - free from distracting noise

#### **Flexibility**

inadequate - movement for instructional purposes is not possible
adequate - movement for instructional purposes is possible

Physical Environment	Inadequate	Adequa te	Comments
Lighting			
Orderliness			
Space ,		5	
Ventilation 🕓			
Free from External Noise			
Flexibility			

Length of Time:

OBJECTIVES:

MATERIALS:

ACTIVITIES:

PUPIL FEEDBACK:

COMMENTS:

OBJECTIVE:

MATERIALS:

ACTIVITIES:

PUPIL FEEDBACK:

COMMENTS:

OBJECTIVE:

MATERIALS:

ACTIVITIES:

PUPIL FEEDBACK:

COMMENTS:

## CLASSROOM OBSERVATION CHECKLIST

,	•	OBSER	VERED NO
Teach	<u>er</u>		
1.	Encourages children to work independently		
2.	Encourages children to work together.	•	
3.	Talks with children about their activities for the instruction period.		
4.	Works along with children.		
5.	Helps children solve academic problems.		
6.	Helps children solve social problems.		
7.	Models appropriate behavior.		
8.	Encouraging/reinforcing children in their work.		
9.	Gives feedback to children on their progress.		
10.	Pupil diagnosis/prescription		
11.	General discussions with pupil(s)		`.
12.	Individual pupil conference	. —	•
			· <del>,</del>
,			
<u>Child</u>	<u>ren</u>	<b>~</b>	*
1.	Work independently.		•
2.	Work in small groups independent of teacher.		
<b>3.</b>	Children decide what they will do (their plan is not limited to specific teacher conceived activities).		
4.	Overt non-social behavior:	-	•
5.	Children's work is visibly displayed in classroom.		,

ERIC

В.

## TITLE I. NON-PUBLIC SCHOOLS TEACHER QUESTIONNAIRE

For	each item (unless otherwise specified) check one alternative.
A.	For what program did you teach?
	1. Corrective Reading 2. Corrective Math 4. English as a Second Language
<b>B.</b>	What is the total number of years that you have taught?
	(1)1-5yrs (2)6-10yrs (3)11-15yrs (4)16-20yrs (5)20+yrs
c.	How many years have you taught in the Title I non-Public School Program?
	(1)lyr (2)2yrs (3)3yrs (4)4yrs (5)5+yrs
D.	What Educational degrees and credits do you hold?
	(1) BA/S (2)Graduate Credits (3)MA/A
E.	What professional development activities have you participated in during the past 3 years? Check all that apply.
1.0	(1) College Credits (2) Non Title I BOE Workshops (3) UFT Courses (4) Title I Workshops (5) Local & National Professional Conferences (6) Publisher's Materials Workshops (7) Other/Non-Credit Courses
F.	How many pupils do you teach at all sites where you work?
•	Number of Pupils
G.	How many parents of the above mentioned pupils have you met?
	Number of Parents
Ħ.	At the beginning of the year, how did you assess your pupil's academic ability?
	(1) Non-Public School Program Assessment (2) An Informal Reading Test (3) A Standardized Norm Reference Test (4) A Standardized Criterion Ref. Tes (5) Teacher Made Criterion Ref. Test (6) Conference with Classroom Teacher (7) An Informal Math Test
ı.	How were the students reassessed during the year?
•	(1) Non-Public School Program Assessment (2) An Informal Reading Test (3) A Standardized Norm Reference Test (4) A Standardized Criterion Ref. Test (5) Teacher Made Criterion Ref. Test (6) Conference with Classroom Teacher



Classroom Observation

J.	What are the two Major purposes for which you use the results of the initial pupil assessment?
	(1)Individualize Instruction (2)Organize group work (3)Evaluate Progress (4)Lesson Planning (5)Record Keeping (7)Olagnosis
K.	pupil assessment?
	(1) Individualize Instruction (2) Organize group work (3) Evaluate Progress (4) Lesson Planning (5) Record Keeping (6) Diagnosis (7) Teach Self-Evaluation
L.	Who participated in the selection of the children you are teaching? Check all that apply.
	(1) NPS Title I teacher (2) NPS Principal (3) NPS Classroom teacher (4) Guidance Counselor (5) Other Title I Teachers
м.	Of the problems listed, what are the three most common learning problems that interfere with the student's achievement?
N.	(1) Problems from other achievement areas (2) Attention problems (3) Language problems (4) Behavioral problems (5) Poor listening skills (6) Poor self-image (including fear of failure) (7) Retention skills (8) General problems in concept formation  What methods or techniques do you use to motivate your students?
	(1)Games (2)Graphs for self-tracking (3)Reward systems (stars, stamps, etc (5)Use of manipulatives (6)Other pupil self+evaluative techniques
0.	If you have noticed behavioral changes that indicate increased motivation, check the two most obvious ones.
	(1) Willingness to try more difficult materials (2) More pupil participation in Title I classroom activities (3) Know what to do without asking (4) More attentive (5) Greater rapport with teacher (6) Better self-image
P.	Are your students involved in peer tutoring?
	(1) Yes (2) No
Q.	Are your students involved in independent study activities?
•3	(1)Yes (2)No
R.	Who refers pupils to clinical and guidance services? Check all that apply.
	(1)Title I Teacher (you) (2)Other Title I Teachers (3)Classroom Teachers (4)Principal (5)Parents
	raja kanang mengang mengangkan keranggalang di penganggan penganggan penganggan penganggan penganggan pengangg

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5.	Overall, how effective do you feel the Clinical and Guidance services have been?
<b>~</b>	(1)Extremely effective (2)Very effective (3)Somewhat effective (4)Not at all effective (5)Don't know
r.	Of the number of parents that you reported seeing (in question G), what percentage of them do you see:
	DailyWeeklyMonthlyEvery reporting periodYearly
σ.	What percent of your communication with parents is by:
	Face to faceTelephoneWritten communicationParent tutorial/workshops
٧.	Who initiated the majority of teacher - parent contacts?
	(1)Title I teacher (2)Regular classroom teacher (3)Parents (4)Pupils
W.	What is the major concern of the parents to whom you have spoken?
ģ Ģ	(1)Are the children approaching grade level academic performance (2)Promotion (3)Obtaining special services (e.g., for the handicapped) (4)Other
x.	Which of the following recommendations do you think is most important for the improvement of the NPS Title I Program?
	(1) More Title I teacher involvement in materials selection (2) Fewer students seen more often (3) More workshops based on Title I teacher input (re teaching techniques) (4) More opportunity for coordination with classroom teachers (5) More opportunity for coordination with guidance personnel (6) More opportunity for coordination with other Title I personnel (7) No significant improvement is required

## CORRECTIVE READING SUPPLEMENT TO NPS TEACHER QUESTIONNAIRE

For each item check all alternatives that apply.

Α.	What are the major areas of focus for your instruction?
	(1)Development of language arts, skills and concepts (2)Development of flexible means of word analysis (3)Foster accurate total comprehension
	(4) Development of writing techniques (5) Study skills
В.	Are the materials you have in your classroom(s) appropriate for the pupils you teach?
c.	(1) Yes (2) No What kinds of support do you receive from the NPS Principal?
	(1)Orientation to School Procedures (2)Arranges conferences with regular classroom teachers (3)Scheduling (4)Monthly conferences
D.	Do you use writing samples in connection with teaching writing?
	(1) Yes (2) No
E.	If you responded Yes to question D, how effective have the writing samples been for the diagnosis of writing skill needs?
	(1)Extremely effective (2)Very effective (3)Somewhat effective (4)Not at all effective
	you been able to detect any overall growth in writing from reviewing the ils samples in the following areas?
	Sentence Sense (1) Yes (2) No Ability to express oneself (1) Yes (2) No Ability to write in longer units (1) Yes (2) No
F.	For what purposes do you consult with the regular classroom teacher?
	(1)Motivate interest of pupils (2)Assess pupil needs & weaknesses (3)Coordinate scheduling (4)Selecting pupils



G. What support services have you received from the Title I Central Staff since you have teaching in the program?

(1)	Training/Orientation
(2)	Resources materials
(3)	Ideas for new approaches
	Aid in selection/screening of pupils
(5)	Demon. admin./scoring of tests
(6)	Demon. test interpretation
	Aid in pupil diagnosis
	Aid in development pupil prescriptions
	Aid in development of instructional methodologies
	Selection of materials
	Development of parent involvement activities
(12)	Supervisory visits





## READING SKILLS CENTER SUPPLEMENT TO NPS TEACHER QUESTIONNAIRE

For	each item check all alternatives that apply.
Α.	What are the major areas of focus for your instruction?
***	what are the argor treats for your instruction.
	(1) Diagnostic-Prescriptive Reading
	(2) Diagnostic-Prescriptive Writing
	(3) Work attack skills
	(4) Decoding
	(5) Word Power
	(6) Comprehension
( 'S	
	(8) Sentence Structure
	(9) Paragraph Structure
в.	What support services have you received from the Title I Central Staff since
	you have been teaching in the program?
	(1) Training/Orientation
	(2) Assist. in pupil selection
	(3) Assist. in testing/diagnosis
	(4) Demonstrate Instruct. Methods
	(5) Resource Materials
,	(6) Follow-up Conferences Notes
*	(7) Teacher Evaluation of Suggested Techniques
	(8) Supervisory visits (
	(6) Supervisory visits
<b>C</b> , •	What kinds of support do you receive from the NPS Principal?
•	(1) Orientation to School Procedures
	(2) Arranges Conferences with regular classroom teachers
	(4)Monthly Conferences
D.	Do you use a writing journal in connection with teaching writing?
	7
	(1) Yes (2) No
E.	If you responded Yes to question D, how effective has the writing journal bee
	for the diagnosis of writing skills as compared to using a diagnostic test?
w.	101 6110 4146110010 01 41111110 10 10 10 10 10 10 10 10 10 10 10
	(1) Extremely effective (2)Very effective (3)Somewhat effective
	(4) Not at all effective
	Not at all effective
Uair	you been able to detect any overall growth in writing from reviewing the
	ils journals in the following areas?
hab	TIP LOUTHGIP IN THE TOTIOMING GIEGS:
	Sentence Sense (1)Yes (2)No
	Ability to express oneself (1) Yes (2) No
•	Ability to express oneself (1)les (2)No Ability to write in longer units (1) (2) No
	Ability to write in longer units (1) (2)No



## CORRECTIVE MATH SUPPLEMENT TO NPS TEACHED QUESTIONNAIRE

For	each item check all alternatives that apply.
A.	What are the major areas of focus for your instruction?
	(1)Learning of basic arithmatic facts 1
	(2) Acquisition to computational Atills
	(3). Increase problem solving ability
	(4) Discover number relationships
	(5) Form generalizations
В.	What support services have you received from the Title I Central Staff since you have been teaching in the program?
	(1) Instructional supplies
	(2) A.V. equipment and supplies
	(3) Supervisory visits
	(3)Bupervasory vasaes
C.	What kinds of support do you receive from the NPS Principal?
-	(1) Orientation to school procedures
	(2) Arranges conferences with regular classroom teachers
	(3) Scheduling Williams
	(4) Monthly confession



ENGLISH AS A SECOND LANGUAGE SUPPLEMENT TO NPS TEACHER QUESTIONNAIRE

For each item check all alternatives that apply.

Α.	That are the major areas of focus for your instruction?	
	l. Develop listening skills	
	2. Develop speaking skills	
	3. Develop reading skills	
	4. Develop writing skills	
	5. Cognitive skills	
	6. Experiential development	
٠.	7. Conceptual development	
В.	What support services have you received from the Title I NPS Central Staff	?
	l. Administrative visits	
	2. Supervisory guidance	
	3. Staff training meetings	
·	4. Instructional materials	
ć.	What kinds of support do you receive from the NPS Principal?	
	1. Orientation to school procedures	
	2. Arranges conferences with regular classroom teachers	
	3. Scheduling	
	Wonthly Conferences	





## BOARD OF EDUCATION OF THE CITY OF NEW YORK OFFICE OF FUNDED PROGRAMS

BUREAU OF NONPUBLIC SCHOOL REIMBURSABLE SERVICES

347 Baltic Street, Brooklyn, New York 11201 - Room 210A

LAWRENCE F. LARKIN Director

> Guidelines For Completing Needs Assessment: Basic Writing Skills

## 1. Purpose:

The purpose of the <u>Needs Assessment</u>: Basic Writing Skills form is to have an ongoing record of each pupil's strengths and weaknesses in the basic mechanics of writing,

A diagnostic profile for each pupil enables the teacher to provide an individualized diagnostic-prescriptive program in writing skills instruction.

#### 2. Plan Books:

A diagnostic profile sheet is to be kept for each pupil.involved in the writing program. The profile sheet is to be placed in the teacher's plan book. At the end of the term the diagnostic profile sheet is to be placed in the pupil's record folder which is kept in the Reading Skills Center file cabinet.

## 3. Needs Assessment and Planned Remediation:

- 3.1 The diagnostic profile sheet is a record of the pupil's strengths and weaknesses in the mechanics of writing. It is to be used as the basis for planning an individualized diagnostic-prescriptive program of writing skills instruction.
- 3.2 Recommended procedures for planning a diagnostic-prescriptive program include:
  - ....Internalizing the basic components of the writing skills program as outlined on the diagnostic profile form.
  - ....Analyzing pupil's Journal entries to assess strengths and weaknesses in basic writing skills.

## 3.3 "Needs Remediation":

Analysis of selected Journal entries will reveal recurring patterns of errors. For example, frequent use of run-on sentences and sentence fragments indicate a weakness in Sentence Sense. A check () should be placed in the column labelled "Needs Remediation" indicating that the teacher is currently planning to teach that skill to the student.



## 3.4 "Needs Reinforcement":

When a specific skill weakness is diagnosed, the teacher provides direct instruction in that skill. After instruction is completed a check () is placed in the column labelled "Needs Reinforcement" to indicate that the skill is being reinforced. Reinforcement activities include ongoing Journal writing assignments and use of teacher-made and commercially prepared materials.

#### 3.5 Projected Needs:

Analysis of Journal entries may indicate that the student has weaknesses in several skill areas. A check () in the column labelled "Projected Needs" will assist the teacher in setting long range objectives for each student, daily lesson planning and in prescribing writing activities designed to strengthen specific skills.

## 3.6 "Skill Activities Being Worked On":

After direct instruction is given and pupils are actively engaged in activities for specific skill reinforcement a ( $\checkmark$ ) is placed in the column labelled "Skill Activities Being Worked On". The pupil may be actively engaged in using materials for reinforcing more than one skill. Therefore, it is appropriate to place a ( $\checkmark$ ) next to each skill being reinforced. Several skills may be reinforced simulateously.

## 3.7 "Achieved Mastery":

A check ( $\checkmark$ ) is placed next to the skill that the pupil has mastered in the column labelled "Achieved Mastery". Mastery may be achieved by administering criterion-referenced tests which appear in some commercially prepared materials, preparing teacher-made mastery tests and analyzing pre/post mastery of a specific skill based on teacher evaluation of ongoing Journal writing assignments. Skill mastery is based on teacher's judgement using one or more of the aforementioned tools for evaluation.



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ROBERTA SPIEGELMAN
COORDINATOR
NONPUBLIC SCHOOL REIMBURSABLE PROGRAMS
READING SKILLS CENTER

SCOPE AND SEQUENCE OF AN

INDIVIDUALIZED DIAGNOSTIC-PRESCRIPTIVE

WRITING SKILLS PROGRAM



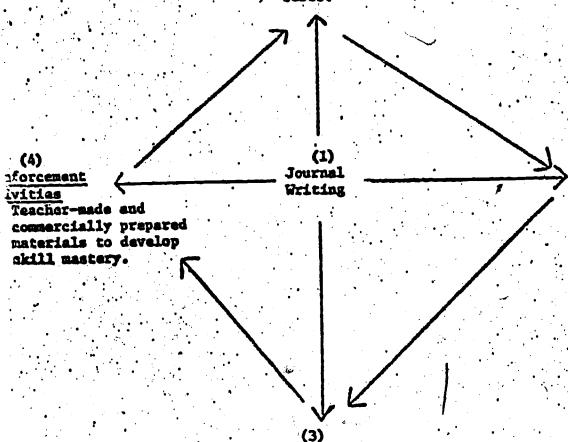


#### FLOW CHART

## Scope and Sequence of A Basic Writing Program

## Evaluation

- 1. Analysis of writing samples
- 2. Skill mastery as determined by teacher-made and commercially prepared criterion-referenced tests.



Needs Assessment

Diagnosis of strengths and weaknesses

Remediation
Direct Instruction in
Skill Areas

- 1. Capitalization
- 2. Punctuation
- 3. Spelling
- 4., Usage
- 5. Sentence Sense
- 6. Latter Writing



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## Scope and Sequence of A Basic Writing Program

## I. Creative or Free Writing -

## 1. Instructional Objective

Given an erray of thought-provoking stimuli (oral-visual-sensory-experiential pupils will express in writing ideas, feelings, beents, perceptions and experiences.

## 2: Needs Assessment

2.1 Random samples of pupils' writing will be analyzed periodically by the teacher. Diagnosis of recurring patterns of errors will reveal specific skill weaknesses. A program of direct instruction supplemented by proscribed activities for reinforcement to ameliorate specific weaknesse will be planned by the teacher.

## 3. Instructional Program

A variety of approaches and methodologies will be used to implement a diagnomprescriptive approach to the development of creative or free writing.

- 3.1 Fre-writing activities are teacher-directed pupil-centered mini-discuss: that are based on specific topics which are related to the experiential background of the students. These activities are pre-organizers in that they assist pupils in developing a frame of reference by acting a catalyst to gather, classify and organize ideas which are immediately translated into verbal statements.
- 3.2 Providing a Supportive Atmosphere
- 3.3 Establishing the Writing Conter
  - 3.3.1 An essential component of the writing corner is an activity box consisting of a myriad of imaginative ideas, materials and open-ended activities levelled to meet individual needs, interes and abilities. Each activity card has a central focus; such as a question to be answered, a passage to be completed, a picture to react to or a "how-to" process to be detailed. These individualized activity cards help students to develop descript expository and narrative techniques.
    - 3.3.2 Thought-provoking pictures
    - 3.3.3 Newspaper headlines
    - 3.3.4 Memorabilia
    - 3.3.5 Dioramas



## 4. The "Journal"

- A.1 The "Journal" is an ongoing written record of events, experiences, feelings and perceptions to be kept by the pupil. Entries are made periodically. Writing samples are used for analysis and disgnosis by the teacher.
- 4.2 Suggested topics for "Journal" activities:
  - 4.2.1 Weekly interest inventories such as, my best friend..., things I hate to do..., my favorite sport in... atc.
  - 4.2.2 Write a recipe
  - 4.2.3 Plan a menu for dinner
  - 4.2.4 Write an ad to sell your bike, buy skates or sell old records.
  - 4.2.5 Report an accident you saw
  - 4.2.6 Make lists, such as grocery lists, Kmas lists, list of tapes and records you enjoy listening to.
  - 4.2.7 Complate an open-ended statement such as, "When I opened the door I saw..."
  - 4.2.8 Wish upon a star, write about your wishes and dreams.

    Complete such statements as: "If I were a rich man...
  - 4.2.9 Fantasy Island. Describe your Fantasy Island.
  - 4.2.10 Word Talk: color words, weather words, feeling words, angry words, happy words, hungry words, love words, etc.
  - 4.2.11 Sentence Patterning: John jumped over the fence.

    1eaped fire hydrant
  - .2.12 Messages: Write a telephone massage you took for your sister, write a massage you left for your mother indicating that you are planning to spend the afternoon with a friend, write a message you will give to a friend in your class asking him/her to join you for lunch or an evening movie.
  - 4.2.13 Invitations: Invite a friend to a disco party, a Halloween party, a wedding, a Xmas party, etc.
  - 4.2.14 Be An Accountant: Write a list of things you want to buy.
    Indicate how much each item costs. Total the emount of your purchases.
  - 4.2.15 If I could pick a job for the future I would like to be.....
    I would not like to be....



## R. Spiegelman

- 4.2.16 If I had to spend one day as an animal it would be fun to be.... I would have to be a .... because....
- 4.2.17 If I had to describe myself I would say that I am .....
- 4.2.18 I feel very sorry for myself when.....
- 4.2.19 Some of the things I like about my friends are..... sometimes my friends do things I don't like, such as .....

## III Mechanical Aspects of Writing

## 1. Instructional Objective

1.1 Pupils will develop competency in the ability to write machanically correct sentences and/or paragraphs.

## 2. Needs Assessment

- 2/1 Periodic analysis of sample journal entries will reveal recurring patterns of errors in spatific skill areas.
- 2.2 Standardized tests, such as the language battery of the California Achievement Test, can supplement information for diagnostic purposes.
- 2.3 Commercially prepared diagnostic tests often accompany instructional materials. These diagnostic tests can be used to assess individual needs in specific skill areas.

## 3. Instructional Program

3.1 A planned program of individualized instruction will be provided for each student.

A plathora of commercially prepared and/or teacher made materials will be prescribed to foster skill retention and develop mastery.

## 3.2 Basic Skill Areas

## 3.2.1 Capitalization

- a. Words at the beginning of a sentence
- b. Names of people
- c. Titles of Respect
- d. "I" and contactions beginning with "I".
- e. Places
- f. Holidays, days, months
- . Books, storias, poems



## 3.2.2 Punctuarion

- a. Period at end of sentenger
- b. Periods and question marks
- g. Exclamation point
- d. Comma between day, year, city, state
- e. Comma to separate words in a series
- f. Periods after abbreviations and initials
- g. Quotation marks
- ·3.2.3 Grammar-Vsage
- 3.2.4 Sentence Sense
  - a. Sentence expansion
  - b. Sentence combining
- 3.2.5 Letter Writing
  - a. Friendly letter
  - b. Business latter

#### 4. Evaluation

- 4.1 An evaluation of pre and post writing samples will be analyzed to determine pupil growth.
- 4.2 Teacher made and/or commercially prepared criterion-referenced tests will be used to determine the degree to which spacific objectives were mastered.

## III. Composing and Functional Writing Skills

- 1. Instructional Objectives
  - 1.1 Pupils will demonstrate ability to compose a paragraph from a given choice of topics.
  - 1.2 Pupils will demonstrate ability to write a business latter given selected topics and sufficient information.
  - 1.3 Pupils will demonstrate ability to write a simple report relating to content area subjects.



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Proviting Activity: Pupils will respond orally to an open-ended statement.

I was welking down the staircage when someone came running

Writing Activity: Pupils will respond in writing to open-ended statements.

## Student Activity Sheet

Task: Complete the following statement. Let your imagination be your guide.

1. You are playing your favorite tapes when you hear the door bell ring. You open the door and

## ibate B

## Prewriting Activity:

Pretend you are planning a party for your friends. What kind of party would you have? How will you tell your friends about the party?

## Writing Activity:

Sample invitations can be distributed to the pupils to generate ideas.

•	. ]	•		• •	Student Activity Sheet

Task: You are planning a party. Complete the sample invitation.

To:

You are invited to a

Date:

Place:

Time:\_\_\_\_\_

3.S.V.P.\_\_\_\_\_



# BUREAU OF NONPUBLIC SCHOOL REIMBURSABLE SERVICES 347 Baltic Street, Brooklyn, New York 11201 - Room 210A

HCE F. LARKIN

To: Reading Skills Center Teachers

From: Roberta Spiegelman, Coordinator

Re: Directions For Completing Questionnaire For Pilot Materials

Enclosed please find a questionnaire which is to be completed and returned to the Reading Skills Center office. Teacher impact is a valuable tool for developing a well-balanced and effective curriculum. Your cooperation in completing the questionnaire at your earliest genvenience is greatly appreciated.

RS:ic

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# HUNKAU OF MONFUBLIC BOHOOL REIMBURGABLE BERVICES

Lewrence F. Larkin Director Maria Mastrandres . Coordinator

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## MOARS OF MERICAPION OF THE CITY OF THE YORK OFFICE OF PUNDED PROGRAMS MARKAU OF MOMPHREIC SCHOOL REIMMERSABLE SHRYICHS 347 MALPIC STREET - RECOLLYN, HEW YORK, 11801 - MOON 215

LANGEROS F. LANKIN

Madiah-As'A Decond Language Program MAHIA HASTRANDRA - Coordinator (212) 624-5033

Jank Hou	ant.
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I am pleased to tell you that your child has been selected to participate in an English as a Second Language class this year.

During this class he will be helped to increase the ability in speaking, peading's and writing English. We will be working in small groups which will meet times a weak. This work will help your child not only to English but in all his other classroom work as well.

Sincerely,

Fresher

ERIC



## BOARD OF EDUCATION OF THE CITY OF NEW YORK

DIVISION OF COMMUNITY SCHOOL DISTRICT AFFAIRS — OFFICE OF FUNDED PROGRAMS
BUREAU OF ESEA TITLE I —NONPUBLIC SCHOOL PROGRAMS

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- CHILD ACTS AGGRESSIVELY TO PEERS.
- 2. CHILD WHINES AND CRIES.
- 3. CHILD IS UNABLE TO REMAIN IN SEAT.
- 4. CHILD IS VERBALLY ABUSIVE (EX: CRITICIZES PEERS AND ADULTS, CURSES.)
- 5. CHILD CLINGS OR STAYS IN CLOSE PROXIMITY OF ADULTS.
- 6. CHILD BULLIES YOUNGER AND WEAKER CHILLREN
- 7. CHILD GIVES UP EASILY WHEN FACED WITH DIFFICULT TASKS
- 8. CHILD IS IGNORED BY PEERS.
- 9. CHILD IS EASILY DISTRACTED.
- 10. CHILD TAKES THINGS THAT DO NOT BELONG TO HIM.
- 11. CHILD MAKES NEGATIVE COMMENTS ABOUT HIMSELF AND HIS ABILITIES:
- .12. CHILD DAYDREAKS.
- :13. CHILD ACTS AGGRESSIVELY TO ADULTS.
- 14. CHIED TRIES TO BE CENTER OF ATTENTION.
  (EX: BY CLOWNING, PROVOCATIVE BEHAVIOR, ETC.)
- 15. CHILD NEEDS REASSURANCE AND PRAISE OF CORRECTNESS OF RESPONSES AND ALTIONS.
- 16. CHILD DOES NOT GET ALONG WITH OTHERS:
- 17. CHILD HAS TEMPER TANTRUMS.
- 13. CHILD HAS NERVOUS HABITS.
- 19. CHILD ALLOWS OTHER CHILDREN TO BULLY . ND TAKE ADVANTAGE OF HIM.
- JO. WILD IS SHY WID WITHURAWN.

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See reverse for behavioral rating scale

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